

COURSE TITLE

PD: Introduction to Integration for Professional Technical Educators

COURSE PREFIX AND NUMBER

University of Idaho: PTTE 405/505

COURSE DESCRIPTION

This course is designed to assist PTE educators in acquiring the knowledge and skills needed to enhance curricula and teaching practices within their PTE programs and to promote the integration of Idaho's core academic standards in professional-technical education to improve student achievement. Strategies and activities on integrating reading, writing and mathematics skills in the professional-technical classroom environment will be discussed and modeled. Educators will engage in activities and methodology to support integration within PTE courses.

DATES, TIMES, PLACE

2009 PTE Summer Conference: Idaho State University; Pocatello, ID
Wednesday June 17, 2009: 4pm-8pm &
Thursday June 18, 2009: 8:30pm-12:30pm

TEXTBOOKS AND RESOURCES

Participants may be asked to use one or more of the following: (Text will be provided)

Forget, M. A. (2004). *MAX teaching with reading and writing: Classroom activities for helping students learn new subject matter while acquiring literacy skills*. Victoria, B.C.: Trafford Publishing.

(Other texts and readings as assigned)

COURSE GLOBAL OUTCOMES

Upon successful completion of this course, the learner will be able to:

1. Explain the "whys" of integration, including the philosophy and politics behind it.
2. Determine methods to identify deficiencies in core learning in Idaho classrooms to better serve students.
3. Develop lesson plan strategies to assist students in achieving a higher level of skills in PTE and core academics.
4. Explain the connection between the integration of core studies and Carl Perkins Funding requirements.
5. Identify and utilize appropriate and available resources.
6. Establish a collaborative support team.
7. Exhibit educational professionalism.

COURSE CONTENT AND LEARNING ACTIVITIES

| Module | Subject / Learning Activity |
|--------|---|
| 1 | Why Integrate/Overview <ul style="list-style-type: none">• Why are we here?• The connection between the integration of core academics and Carl Perkins funding. |
| 2 | ISAT Understanding and Interpreting the ISAT system |
| 3 | Integration Resources <ul style="list-style-type: none">• Research and Discussion. |
| 4 | Integration Strategies Overview <ul style="list-style-type: none">• Standards addressed in PTE content areas. |
| 5 | Approach and Delivery Concepts I—Reading <ul style="list-style-type: none">• An overview of reading activities through modeled activities.• Strategies that work. |
| 6 | Approach and Delivery Concepts II—Language Arts <ul style="list-style-type: none">• An overview of language arts activities through modeled activities.• Strategies that work. |
| 7 | Approach and Delivery Concepts III—Math <ul style="list-style-type: none">• An overview of math in PTE and in program specific areas.• Strategies that work. |
| 8 | PTE as the collaboration leader in K-12 education. |

EVALUATION (Categories, Descriptions, and Weights)

| Category | Description | Percentage |
|---------------------------------|---|------------|
| Integrated Application Showcase | Develop methods of integration for content specific application in the form of mini-activities for the classroom. | 100 |

COURSE BIBLIOGRAPHY

Benson, C. S. (1997). New vocationalism in the United States: Potential problems and outlook *Economics of Education Review*, 16,(3), 201-212.

Bottoms, G. (1998). *Raising student achievement by focusing on the High Schools That Work 10 key practices*. Atlanta, GA: Southern Regional Education Board.

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- Center on Education and Training for Employment. (1997). *Prepare to integrate academic and vocational curriculum. Preparing better teachers for tomorrow series*. Columbus, OH: The Ohio State University.
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- Guskey, T. A. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Harrington, L.G. (1998). *Making connections: A curriculum ideabook for teachers of applied academics and industrial and engineering systems*. Columbus, Ohio: The Ohio State University Vocational Instructional Materials Laboratory.
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- High Schools That Work site development guide #10: Advancing students' academic and technical achievement by improving classroom assessment*. (1999). Atlanta, GA: Southern Regional Education Board.
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- Jacobs, W. R. Jr. (2003). Seven tips for improving instructional skills: Reminders for teachers. *Annual Staff Development Conference Publication*. Atlanta, GA: Higher Education & Leadership Preparation (H.E.L.P.) Inc.

- Jobs for the Future. (2000). *High Schools That Work site development guide #11: Using real-world projects to help students meet high standards in education and the workplace*. Atlanta, GA : Southern Regional Education Board.
- Kirkpatrick, D. (1998). *Evaluating training programs: The four levels* (2nd Ed.). San Francisco, CA: Berrett-Koehler.
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- Ramsey, K., Stasz, C., Ormseth, T., Edin, R., & Co, J. (1997). *Designing classrooms that work: Teacher training guide* (Report No. MDS-963). Berkeley, CA: University of California, National Center for Research in Vocational Education.
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